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ABSTRACT

Studies of child-rearing practices among Thai, Indonesian, and Indian families are reported in two abstracts and one full paper. The Indonesian study (by Siti Rahayu Haditono) explored achievement motivation, parents' educational level, and child-rearing practices among members of four Javanese occupational groups: farmers, traders, civil servants, and armed forces personnel. Aspects of child-rearing that were investigated included stimulation, social contacts, achievement pressure, non-authoritarian attitude, and non-fatalistic view. It was hypothesized that positive correlations exist between parents' child-rearing practices and (1) their child's achievement motivation and (2) parents' educational level. It was further hypothesized that occupational groups differ in their members' (3) educational level, (4) child-rearing practices, and (5) children's achievement motivation. Findings imply support for the first hypothesis, confirm the second hypothesis for four of the five child-rearing practices, confirm the third and fourth hypotheses, and do not confirm the fifth hypothesis. The Thai and Indian abstracts briefly report the following: (1) findings of a study of child-rearing practices, physical development, and school readiness in preschool children; and (2) a study of n-Ach, or the achievement motive, in relation to child-rearing practices and prolonged deprivation. Findings of the former suggest that parents of low SES should be informed of the importance of the father's role in child development. Findings of the latter suggest that two aspects of child-rearing practice, demand and restriction, are important factors in determining the strength of n-Ach. The Thai study was written by Wanpen Phisalaphong; the Indian study was written by Tiwari Ashta Nand and Tripathi Ramesh Mani. Copies of the papers represented by these abstracts may be obtained from the editors of the conference. (RH)

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SYMPOSIUM I C : Child-Rearing Practices

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A Study of Child-Rearing Practices, Physical Development and School Readiness in Preschool Children**

Wanpen Phisalaphong

The first six years play a predominant role in the child's future. Consequently, there is a need to promote better child-rearing practices. It has become increasingly clear to the Thai government that crucial health problems of preschool children are related to child-rearing practices. Therefore, all governmental organisations are encouraged to improve the quality of human resources through appropriate child-rearing practices.

One of the areas which researches need to examine is the practicability of the methods and criteria of child-rearing practices. There is also the need to investigate what are the other factors besides child-rearing practices that affect the child's pattern of growth and development.

This study is part of a longitudinal study on, 'Relationships among child-rearing practices, physical and psychological development'. The purpose of this study is to compare the child-rearing practices, physical development and school readiness of preschool children from low and high socio-economic groups.

Information about family background and child-rearing practices were collected from the parents of 310 children who applied for enrolment in Srinakharinwirot Primary Laboratory School by means of interviews and questionnaires.

Analysis of the data reveals the following significant findings:

- (1) The total and moral development of the child were emphasised when he/she came from a family whose father had a higher level of education.
- (2) Child-rearing practices and school readiness varied according to the different educational levels of parents.

- (3) Children whose mothers had a higher level of education are more personal-social responsive only if both parents take a major role in child care.
- (4) For the first and second born, their social-emotional development was given more emphasis than school readiness. For the third and subsequent children, both aspects receive equal treatment.
- (5) No malnutrition was discerned.
- (6) Generally, only fathers with higher level of education took an active part in preparing children academically and introduce them to the outside world.

From the findings, it was concluded that parents from low socioeconomic status should be informed of the importance of the father's role in child development. Since the third and subsequent children receive less parental attention, then the two-children family policy should be encouraged.

Achievement Motivation, Parents' Educational Level and Child-Rearing Practices in Four Occupational Groups in Indonesia*

Siti Rahayu Haditono

INTRODUCTION

Achievement motivation is assumed to be one of the driving forces for the development of a nation and considered as a 'mental virus' which causes individuals to be competitive, hard working, having more persistence (McClelland, 1966). Many investigations concerning achievement motivation have been carried out in Western countries but very few studies have been initiated in Indonesia. Since the development of achievement motivation has been assumed to be partly culturally determined and since Indonesia has a culture different from that of Western societies, the need to conduct an investigation on the subject in Indonesia is felt.

It has been found in previous investigations that the development of achievement motivation is much influenced by the kind of child-rearing practices; hence an important aspect of this investigation is the relationship between the kind of child-rearing practices and the child's achievement motivation.

In this regard, many studies have brought to light that the group's frame of reference determines a great deal the kind of child-rearing practices adopted by its members. Besides, it has also been found in many investigations that the kind of child-rearing practices is influenced by the parents' educational level. It is for this reason that the parents' educational

*The author is most grateful to Prof. Dr. F.J. Monks and Dr. P.G. Heymans from the Catholic University of Nijmegen, the Netherlands and to Prof. Dr. Masrun and Prof. Sutrisno Hadi from Gadjah Mada University, Yogyakarta, Indonesia for their co-operation in carrying out this research.

level and the parents' occupational group membership have also been investigated regarding their involvement in the development of achievement motivation.

As regards to the above mentioned considerations, the nature of this investigation is to test the hypothesis that differences in achievement motivation among children of 10-15 years of age can be explained in terms of differences in their parents' child-rearing practices which are attributable to the parents' educational level and/or occupational group membership.

THEORETICAL BACKGROUND

Achievement Motivation

The concept of achievement motivation in terms of competing with a standard of excellence is adopted from the theory of Heckhausen (1968, 1973, 1977, 1978) which is based on the cognitive theory of motivation. In achievement related performance, the role of cognition has been found to have great influence on self-reinforcement. For instance, self-evaluation after a performance outcome gives positive or negative self-reinforcement for future achievement behaviour.

Three main variables are considered for measuring achievement motivation, which are namely:

- (1) the task-related standard of excellence which refers to the excellence in the accomplishment of a task,
- (2) self-related standard of excellence which refers to the comparison of one's own previous achievement; and
- (3) other related standard of excellence which refers to the comparison with others' achievement e.g. in competition.

These three standards of excellence cover aspects of attitudes which are considered indicators of achievement motivation. These indicators are:

- (1) success orientation and self-confidence;
- (2) goal-directed and future-oriented attitude;
- (3) preference of moderate difficulty;
- (4) does not like to waste time;
- (5) persistence; and
- (6) achievement motivation higher than affiliation motivation.

One aspect which is most applicable to Western societies to indicate achievement motivated behaviour but which is not considered relevant to the Indonesian situation as indication of achievement motivated behaviour is preference for postponed gratification and delay because the socio-economic and cultural situation of a country determines the people's attitude concerning matters of delayed gratification. A high level of social and economic security in a country heightens the probability for preferring delayed rewards and gratifications. Therefore, the preference for

postponed gratification is not entirely determined by motive's specific characteristics but also by the country's social and economic situation. Besides, Gallimore *et al* (1974) in their study on Hawaiian-Americans and Japanese-Americans have found that many studies about postponed gratification can be better interpreted in relation with cultural values which then results in that behaviour obtaining meaning quite different from before. Based on this consideration, preference for postponed gratification is not included in the construction of the achievement motivation instruments.

The instruments for achievement motivation focus on the three standards of excellence mentioned earlier. Other aspects of achievement motivated behaviour are also included.

According to some findings (Heckhausen, 1968), it is not possible to predict adult motivation earlier than the age of ten years but achievement motivation reached at this age seems to be predictive of adult achievement motivation. It is for this reason that children of 10 to 15 years of age are taken as subjects of the investigation.

Child-Rearing Practices

For the development of achievement motivation, the child has to get the opportunity to experience situations in which he can cope with standards of excellence so that he can feel his own competence. In such competing situations along with cognitive maturing, the child can actualise his potential motivation.

To obtain this cognitive maturity and promote the development of achievement motivation, child-rearing plays a pivotal role. The concept of child-rearing practices used in this investigation is based on Trudewind's model of child-rearing and home environment which are found to have made much contribution to the development of the child's achievement motivation (Trudewind, 1975). Trudewind has pointed out that for the development of the achievement motive, it is necessary to construct an environment which possesses enough achievement thematic stimulation quality. Besides achievement motivation, development depends on the educational achievement of the parents as well. The development of the child's achievement motivation thus depends on the interaction of the environmental stimulation quality and parental educational achievement. Child rearing seems to be influenced by cultural factors. So it also may be assumed that the kind of child-rearing in Indonesia does not escape from cultural influences and specific Indonesian mode of life.

However, empirical data about child rearing and child education which are really practised in Indonesia are few. Other difficulties include describing the characteristics of the Indonesian child-rearing practices as it is nearly impossible to have full information about the qualities of child-rearing practices in Indonesia owing to the fact that the numerous ethnic groups living on different islands of Indonesia contribute much to the existence of various kinds of child-rearing practices. It is for this reason

that the writer prefers to speak about Javanese child-rearing practices rather than those of Indonesians. Some characteristics of the Javanese mode of life are indicated below:

The Javanese Mode of Life

From Mulder's study (Mulder, 1977) and from the writer's own observations, the conclusion that may be drawn is that the Javanese view of life is a mixture of the Islamic religion and original Javanese viewpoints (Javanism). The Javanism view of life perceives life as being related to the cosmic nature; life on earth is not to be separated from external life after death. Therefore, life is perceived as something like a religious experience.

The basis of morality is to maintain the balance of life or the balance of society. This balance of society includes the acknowledgment of a status hierarchy. People of different social or occupational status levels have different obligations and responsibilities. So the status hierarchy in the society is acknowledged. Therefore, the acceptance of authority is something natural and self-evident.

It is also worthwhile to know that all these 'job' stratifications relate to each other and build up a certain structure on the basis of *kekeluargaan*, meaning that people have to perform *gotong-royong* which is mutual help and mutual exchange of service.

Mulder's investigation also indicates that education stresses on the shaping of a social personality rather than that of some one who is independent. This aim is supported by the social environment of the child. The child's first experience in life is a warm and exclusive human environment. He is helped every time he needs help. The small child is protected from having difficulties. His life is sweet and easy. Striving for achievement is not stimulated (Mulder, 1977).

Another study about Javanese personality is carried out by De Jong (1976). De Jong mentions the existence of *pangestu*, a kind of mystic which according to him is professed a great deal by the Javanese people. Although the writer does not see that most of the Javanese are members of *pangestu*, many principles and life attitudes suggested by the mystical stream are real convictions of most of the Javanese people and often considered as things to be taught by parents to their children.

Those principles are *rila*, *narima* and *sabar*. *Rila* means willingness in offering his possessions; *narima* means acceptance of whatever lot will come to him/her and *sabar* means having tolerance. Here, it is to be added that *narima* does not mean that a man should subdue himself to his fate and does not do anything about it; on the contrary, he has to try to reach what he is aiming at but the result of his endeavours will entirely depend on God's will. The Javanese generally believes that whatever the decision of God, it is the best for him. This attitude results in rather a fatalistic view of life.

Another fact which influences the Javanese life attitude is the existence of the Sultanate of Yogyakarta and the Sultanate of Surakarta (Solo). These two principalities which represented the monarchic system in earlier times still put their stamp on the present Javanese's attitude. The acceptance of authority by the lower class people as mentioned in Mulder's (1977) writing and the expectation of the high officials to be respected by people of the lower job stratification are manifestations of the still existing monarchic and feudalistic attitudes. Lubis (1978) mentions that, among the characteristics of the Indonesian people, the feudalistic view is firmly rooted in the people's life.

From these background information about the Javanese personality, the conclusion may be drawn that:

- (1) The Javanese is affected by a mystical view of life which brings about a certain religious life attitude aiming to conform to and relying on the will of God. This further results in a somewhat fatalistic view of life expressed in the three keywords of *narima*, *riila* and *sabar*.
- (2) The Javanese has a feudalistic attitude which results in an authoritarian attitude of the people in high positions, and the voluntary acceptance of authority by those of low status.
- (3) The Javanese has a group-oriented attitude, the *gotong-royong* (mutual help) is a pronounced way of life among them.

These three qualities of the Javanese people contribute a great deal to the child-rearing practices.

Authoritarian Attitude of Parents

Tradition in Java shows that children must respect their parents. The traditional belief is that when a child behaves disrespectfully to his parent(s), the child will be condemned and bad luck will befall him. He has also been commanded by the Islamic religion, professed by most of the people in Indonesia, to respect God, our parents and teachers. The cultural background as mentioned above is the acknowledgment of authority and of the different status division which makes the acceptance of parental authority on the part of the child easier.

In child rearing, this authoritarian attitude on the part of the parents, as set forth above, is more control and obedience is valued as a virtue. The language used is usually low Javanese on the part of the parents and high Javanese on the part of the children, manifesting the status division of parents and children and the acceptance of parents as authorities on the part of the children.

Fatalistic Attitude of Parents

Javanism, the mystic, and Islam dictates that there is a supernatural power which regulates all things in the world. This easily leads to a view of

life as unpredictable and dependent on luck and fate. People believe that fate and luck is predestined and when asked why several people obtain success while others fail, they will state that bad luck is predestined to those who fail and good luck to those who succeed. This conviction is gradually eroded away with the improvement of education among the lower classes but there is still a great number of people who entertain such a belief. In the education of their children, it is assumed that the fatalistic outlook results in parents not making the demands that their children put much efforts in reaching their goals.

Gotong-royong

The gotong-royong principle of our nation means that mutual help among people is obligatory. People should help each other for the furtherance of the country's social welfare. This gotong-royong principle reflects itself strongly in the *desa* or rural areas.

Children are taught to help their brothers and sisters when needed. It is a common thing to share properties with each other. When children have grown into adults, it is a matter of course that the prosperous child helps his/her brothers and sisters because they are expected by the social norms to behave in this manner.

Aspects of Child-Rearing Practices Asked in the Questionnaire

Three principles of Trudewind's model of child rearing are adopted:

- (1) Stimulation dimension;
- (2) Social contacts; and
- (3) Achievement pressure dimension covering the respective subaspects.

Besides these three aspects of child rearing which originates from the specific Javanese culture, others included are:

- (4) Parents' non-authoritarian attitude;
- (5) Parents' non-fatalistic view of life; and
- (6) Parents' efforts to make their children concerned for others.

Stimulation Dimension

The stimulation dimension is divided into:

Width of the experience horizon

It consists of the offering of freedom in behaviour and the variability of life situations. Freedom of behaviour includes either the level of restriction or the level of freedom which parents allow in the child's activities both inside and outside the home environment. Variability in life situations in this investigation means the frequency and degree of change of daily life routines through sightseeing, trips, school excursions, watching performance, etc..

Motivation by home location and equipment

This includes whether the house is situated in a remote or in an industrial area or in a nearby school building. It also relates to indoor equipment like pictures of national heroes on the wall, availability of books, newspapers, radio and television, keeping of animals such as cats, dogs, chicken or sheep, provision of opportunities for hobbies and accomplishment of daily duties.

Helping and promoting achievements

This aspect comprises school achievements as well as achievements and skills in general. It consists of the intensity of help which the child obtains from his parents in promoting his skills and achievements.

Social Contacts

Social contacts cover contacts with friends, neighbours, relatives and, particularly, parents. These may act as stimulation but also as achievement pressure at the same time when, for instance, a child in his play group receives pressure from his playmates to perform well in efforts to win for the sake of his group.

The social contacts dimension is further differentiated into (1) general social contacts and (2) parent-child interaction. General social contacts include the number of friends and the contacts the child has with them through participation in one or other activities. Parent-child interaction relates to the question of how much time the parents engage themselves with the child and the number of activities the child performs together with the parent(s).

Achievement Pressure Dimension

This dimension is differentiated into:

Parents' stress on the child's achievement

This variable includes the parents' level of aspiration, their pressure on the child to attend school regularly and do well at home and at school.

Parents' concern with the child's school and his achievements

This variable consists of parents' knowledge of matters concerning the school, the child and his achievements. For example, having knowledge of the existence of parents-teachers association in school and putting in efforts to obtain personal information about their child's improvement at school.

Parents' efforts to promote the child's achievements

This deals with efforts parents put in to help the child in his achievements, such as by giving reward or punishment according to the child's conduct and scheduling his time-table.

Educational Attainment of Parents

Regarding parents' level of education, it is in the writer's opinion that education, namely formal education, is one of the important contributors to the change in the culture frame of reference. It is in this connection that the number of years of school education a person experiences does have great effect on her or his behaviour and so on her or his child-rearing practices. In Indonesia, a higher level of education or 'more years of education' differentiates a person from another with a lower level of education or 'fewer years of education'. Differences in the level of education of the parents are supposed to create different parental attitudes towards their children's achievement strivings.

It has been assumed that different levels of education would be found among the four occupational groups since occupational group membership depends partly on a person's level of education.

Four Occupational Groups and Their Specific Culture

The four occupational groups are:

- (1) Farmers
- (2) Traders
- (3) Civil servants
- (4) Armed forces

Farmers

Under this category are primarily placed those who cultivate their own land, even though they may not personally till it. It also comprises those who cultivate land which they rent from the landowner or share the yield in a certain ratio with him.

Farmers cover almost the whole village community. Therefore, some description about village people is presented. According to Koentjaraningrat (1964), the village community has been generally studied. Many studies have found the existence of conflicts, controversies and competitions which often involve problems concerning land status and marriage. The village community is characterised not only by an atmosphere of peace and relaxation but also by hard work with insufficient modern facilities.

Another characteristic mentioned by Koentjaraningrat is the attitude of mutual help or *gotong-royong* in various social activities such as the building of a dam or when a neighbour gives a wedding party for his daughter's marriage. According to Sartono (1978), social exchange which includes exchange of power is felt to be obligatory among the village people.

As regards the farmer's attitude, it may be said that one of their pronounced characteristics is their attachment to their land which remains an important source of living. This is manifested in their everyday behaviour - all their concern is directed towards its welfare. The farmers

live together, being linked by mutual concern. They have to live together and carry out the job of cultivating their land together. For example, in the management of irrigation or in overcoming pests that attack the crops, a certain solidarity and gotong-royong are inevitable.

With respect to the factors mentioned above, the farmers, attitudes and views of life may be considered as regular and static. Therefore, they are less dynamic due to their attachment to their land.

Traders

This group includes small stallkeepers and those who are engaged in purchasing materials or in marketing finished products of the various kinds of food which they themselves have prepared for sale. In this investigation, the label used is 'small traders'. This group of small traders have something in common with the farmers in that many of them live in the village so that many characteristics are expected to be the same. However, an important difference is found between farmers and small traders. Their general concern is not directed towards the land but towards capital and things connected with assets and liability. This fact makes the group of traders static in nature and not dependent on regular seasons.

Traders know about supply and demand; they understand the operation of competition to obtain the highest possible profit. They travel around, are more mobile and have more opportunities to get in touch with many income depends on the profit they obtain from their trading. Therefore, kinds of people. Traders have no regular income to depend on. Their this group is frequently having to take risks. This aspect of trading is one of the components of achievement motivation. The mobile character of the traders and their risk-taking behaviour are likely to affect their views of life and their child-rearing practices.

Civil Servants

This category comprises those who are employed by the state and obtain regular salaries. It does not include the armed forces for the following reasons:

- (a) Members of the armed forces differ from the civil servants as regards their tasks and their salary rules, and
- (b) Members of the armed forces are assumed to have their own specific culture which differs from that of the civil servants.

Civil servants are supposed to be different from farmers and traders in that civil servants have achieved a level of schooling which meets the requirements of the civil service. Civil servants form a group of their own in the society due to certain considerations and facilities given to them by the government. They receive their salaries each month. So compared to traders and farmers, they are ensured of getting a fixed income in the form of cash every month. They also get additional allowances, for instance, in the form of rice. These facilities contribute a great deal to their sense of

security although some of them receive very small earnings. However they have something to depend on every month.

The above factor gives rise to certain attitude towards the civil servants by others especially those in the villages. Civil servants have an honourable status and many people eagerly want to become civil servants. On the part of the civil servants themselves, they are proud to be in the service of the government as they have the feeling of being the elite in the community. Most of the civil servants in the villages are inclined to have their children reach the level they themselves have already attained.

In conclusion, civil servants differ from the other occupational groups in that they have a higher level of school education. This means that civil servants are expected to have a certain style of child rearing which might contribute more to the child's achievement motivation development. Secondly, civil servants living in the village like to have their children enjoy the same honourable status later on in life. Hence they stimulate their children in matters of education and achievement. The third characteristic is the relatively lower level of risk-taking behaviour in financial matters as compared with the traders. These three characteristics may be assumed to have a certain bearing on their child-rearing practices which contribute to the development of the child's achievement motivation.

Armed Forces

By armed forces is meant all those who are working in the army, air-force, navy and police. A pronounced aspect that is assumed to be found among the group of armed forces is the stronger discipline that this group has experienced in their training and jobs.

As Kartakusuma (1971) has put forward, the armed force has its own 'personality' which is related with its principal duty and task. Armed forces is an organisation which is preoccupied with the security or safety of the country, based on their job hierarchy. Therefore, the duty of security is the soul of the armed forces and makes up a main element in the *Sumpah Prajurit* (Armed Forces Oath). A member of the armed forces is not allowed to talk with others about matters concerning his job. There is a sharp division of responsibility and accountability.

Kartakusuma further states that armed forces are inclined to accept empirical facts. They base their orientation more on concrete national experiences rather than on normative or theoretical concepts whose applicability are still doubted. They also have a strong tendency towards pragmatism. Strong discipline among the armed forces tends to result in a more authoritarian attitude on the part of the parents towards their children. This then results in severe child-rearing practices.

HYPOTHESES AND METHODOLOGY

The validity of the instruments has been ascertained by interactive cluster-analysis (Ostade, 1969). The KR 20 is used as an estimate of reliability and the level of significance is 5%.

Based on the theoretical and empirical consideration mentioned earlier, the following hypotheses can be drawn:

Hypothesis 1: There is a positive correlation between the parents' child-rearing practices and the child's achievement motivation.

Hypothesis 2: There is a positive correlation between the parents' educational level and their child-rearing practices.

Hypothesis 3: There is a difference in the parents' educational level among the occupational groups.

Hypothesis 4: There is a difference in the child-rearing practices among the occupational groups.

Hypothesis 5: There is a difference in the child's achievement motivation among the occupational groups.

Variables

Achievement Motivation

Standards of achievement motivation which are derived from Heckhausen's theory (Heckhausen, 1968) become objects of measurement for the achievement motivation. They are:

- (1) task related standard of excellence;
- (2) self related standard of excellence; and
- (3) other related standard of excellence.

Each of the three standards of excellence comprises characteristics of high and low achievement motivation. What will be measured is the degree to which a child uses task or self or other related standards of excellence. A high degree is assumed to indicate high achievement motivation while a low degree indicates low achievement motivation.

Child-Rearing Practices

The aspects involved are based on Trudewind's theory with certain revisions based on the local situation. These are:

- (1) stimulation dimension;
- (2) social contacts dimension;
- (3) achievement pressure dimension;
- (4) parents' non-authoritarian attitude;
- (5) parents' non-fatalistic view; and
- (6) parents' efforts to make their children concerned for others.

Occupational Groups

Four main occupational groups which are found in Indonesia will be involved in the investigation. They are:

- (1) Farmers
- (2) Traders

- (3) Civil servants
- (4) Armed forces

Level of Education

The level of education is measured according to the years of education experienced. We have a range of 0–18 years because the educational level ranges from non-education, primary school, junior high school, senior high school to the university. Altogether, it takes a duration of 18 years.

Methods of Measurement

Achievement Motivation

The achievement motivation is measured by a questionnaire type of instrument. Two kinds of measurement have been constructed i.e. the picture-test and the story-test.

Picture test

The picture test is a group test consisting of 45 items. On top of each page is a picture representing a child or children of primary school age in a certain location such as school, home, or outside school and home. The pictures are more or less related to the content of the items. This is to make the items easier to understand. The pictures are also meant to create a high stimulus for the child to respond to the items.

Each picture has three statements underneath and each statement is followed by three alternative answers or completions of the statements. The respondents have to select one of the three alternatives. The picture test is therefore a multiple choice test.

The scoring of the responses is '1' for an achievement motivated response and '0' for the other 2 non-motivated responses. There are one 'positive' and two 'negative' responses.

Story test

The story test is a multiple choice test of 44 items. Each item starts with a short story about everyday life of children at school, home and outside school and home. The story test is intended to draw out the achievement motivation of the child through a semi-projective method. The stories of the test apply to other children and the subjects have to make their comments or opinions.

Each story is followed by three alternative answers or statements. The scoring system is '1' for an achievement motivated answer and '0' for a non-motivated answer. There is only one positive answer among the three alternatives. The groups of items have been mixed in the test.

Child-rearing Practices

Considering the great number of respondents, a questionnaire form of instrument is used. It is referred to as the child-rearing practices questionnaire. This questionnaire is composed of 66 items and consists of the six

aspects of child-rearing practices. Having done the validity checks, the last aspect of child-rearing has to be dropped, i.e. parents' efforts to make their children concerned for others.

There are three alternative answers to each question. It differs from the test for achievement motivation in that the responses in the child-rearing practices questionnaire are ranked from 1 to 3. The answer which is considered most stimulating for the development of achievement motivation is scored 3, the least stimulating is scored 1, and the in-between is scored 2.

Father's Occupation and Parents' Level of Education

The father's occupational group is found in the school documents. But these data have to be checked with the reports found in the questionnaire. When differences occur, data from the questionnaire are used. The parents' educational level is taken from responses in the questionnaire.

Subjects

The unit of research is the family to whom the test is given. This unit consists of father, mother and the child. Both the father and the mother are tested for their child-rearing practices and the child for his achievement motivation.

The subjects for the achievement motivation tests are 4th, 5th, and 6th grade boys and girls, whose ages range from 10 to 15 years, from eight primary schools. They are selected according to their fathers' occupation. The sample consists of 486 children in which 241 are children of farmers, 47 are children of traders, 152 are children of civil servants and 46 are children of members of the armed forces. It has not been possible to obtain the same number of subjects for each of the four occupational groups. The number of subjects is the number available in the area of investigation. After the data was collected, the number dropped to 310.

The eight primary schools from which the children come are all located in Bantul which is a suburban in the Yogyakarta Special Region. The selection of Bantul as the location of investigation has been based on the consideration that the four occupational groups can be found in Bantul which is not the case with other areas.

Parents of the children investigated become subjects for the child-rearing practices questionnaire. Each child should have two corresponding parents to whom the questionnaires will be given. After the selection for the completeness of the pair of parents, the number of subjects for the child-rearing practices questionnaire is 284 pairs of parents.

ANALYSES AND RESULTS

The testing of the proposed hypotheses is carried out after the validity and reliability of the instruments have been established. All analyses have been carried out with KUNST (*Katholieke Universiteit Nijmegen Statistieke Toepassingsprogramma's*).

The first hypothesis that there is a positive correlation between the parent's child-rearing practice and the child's achievement motivation measured with the picture-test is confirmed both among the group of fathers as well as among the group of mothers (Table 1). The child's achievement motivation measured with the story test does not show a significant correlation with the parents' child-rearing practices. Multiple correlation is used.

Table 1
Multiple Correlation between the Parent's Child-rearing Practices and the Child's Achievement Motivation

Variables Correlated with Child-rearing Practices	R	P > .05
Achievement motivation measured with the picture test	.32	sig.
Achievement motivation measured with the story test	.24	ns.

Notes. Sig = significant and N = 263.

Further analysis of the specific aspects of child rearing shows that among the group of fathers, the correlation between achievement pressure and the child's achievement motivation is non-significant.

Among the group of mothers, a non-significant correlation is found between social contacts and the child's achievement motivation and the same result is found between the non-authoritarian attitude and the child's achievement motivation (Table 2).

Table 2
Correlation between the Five Aspects of Child-rearing Practices and the Child's Achievement Motivation

Variables Correlated With Achievement Motivation	Fathers	P > .05 ⁺	Mothers	P > .05 ⁺
Stimulation dimension	.19	sig.	.22	sig.
Social contact	.16	sig.	.09	ns.
Achievement pressure dimension	.06	ns.	.16	sig.
Non-authoritarian attitude	.12	sig.	.03	ns.
Non-fatalistic view	.16	sig.	.18	sig.

Note. N = 263. $p > .05$ and is one sided testing for Tables 2-6.

The second hypothesis regarding the relationship between the parents' educational level and their child-rearing practice correlation among the group of fathers as well as among the group of mothers (Table 3). Canonical correlation is used for this analysis.

Table 3
Canonical Correlation between Five Aspects of Child-rearing Practices and Parents' Level of Education

Variables Correlated	Canon r.	p > .05
Five aspects of child rearing practice and fathers' and mothers' educational level	.68	sig.

Significant positive correlations between the parents' educational level and their child-rearing practices are also found both for the fathers and mothers (Table 4). Multiple correlation is used for the analysis.

Table 4
Multiple Correlation between Fathers' and Mothers' Educational Level and Child-rearing Practices.

Variables Correlated With Child-rearing Practices	R	P > .05
Fathers' educational level	.75	sig.
Mothers' educational level	.75	sig.

Further analysis, however, shows that the correlations between non-fatalistic view and parents' educational level among the fathers and mothers are all insignificant. (Table 5).

Table 5
Correlation between Five Separate Aspects of Child-rearing: Practice with Fathers' and Mothers' Educational Level

Aspect of Child Rearing	Fathers' Educational Level	P > .05	Mothers' Educational Level	P > .05 ⁺
Stimulation dimension	.57	sig.	.51	sig.
Social contacts	.25	sig.	.21	sig.
Achievement pressure dimension	.30	sig.	.45	sig.
Non-authoritarian attitude	.37	sig.	.28	sig.
Non-fatalistic view	.07	ns.	.05	ns.

The third hypothesis, namely, that there is a significant difference in the parents' educational level among the occupational groups is confirmed (Tables 6 and 7). This hypothesis is tested with discriminant analysis. Also, Figures 1 and 2 show the mean scores of fathers' and mothers' educational levels for the four occupational groups.

Table 6
F-Test for the Level of Education of Fathers and Mothers
Among the Four Occupational Groups

Parents	F	P > .05
Fathers	52.68	sig.
Mothers	24.87	sig.

N=263.

Table 7
Overview of Fathers' and Mothers' Educational Level in
the Four Occupational Groups

Parents	Farmers (N=117)		Traders (N=26)		Civil Servants (N=107)		Armed Forces (N=13)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Fathers	3.88	3.32	6.23	3.39	10.02	4.06	6.70	3.43
Mothers	3.07	3.45	5.23	2.97	7.32	4.14	7.23	4.71

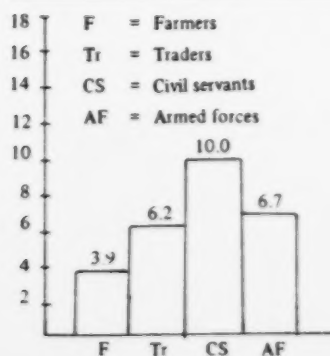


Figure 1.

Histogram Showing Mean Scores of Fathers' Educational Level (Years of Education) of Four Occupational Groups

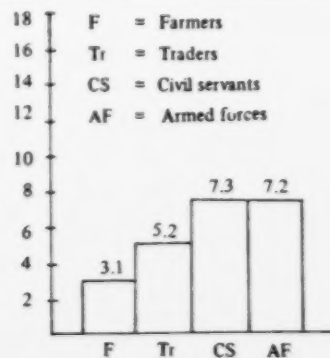


Figure 2.

Histogram Showing Mean Scores of Mothers' Educational Level (Years of Education) of Four Occupational Groups

The fourth hypothesis which is derived from the assumption that occupational group and parents' educational level have contributed to child-rearing practice is also confirmed. There are significant differences in the parents' child-rearing practice among the occupational groups (Table 8). This hypothesis has been tested with discriminant analysis.

Table 8
F-Test for Five Separate Aspects of Child Rearing Among
Fathers and Mothers of Four Occupational Groups

Variables	Father	$p > .05$	Mother	$p > .05$
Stimulation dimension	29.48	sig.	28.81	sig.
Social contacts	2.26	ns.	3.19	sig.
Achievement pressure dimension	9.50	sig.	10.47	sig.
Non-authoritarian attitude	19.18	sig.	14.06	sig.
Non-fatalistic view	3.81	sig.	2.47	ns.

Note. $N=263$.

An overview of parents' child-rearing practices can also be seen from the mean scores of each group on the first discriminant dimension (Figure 3).

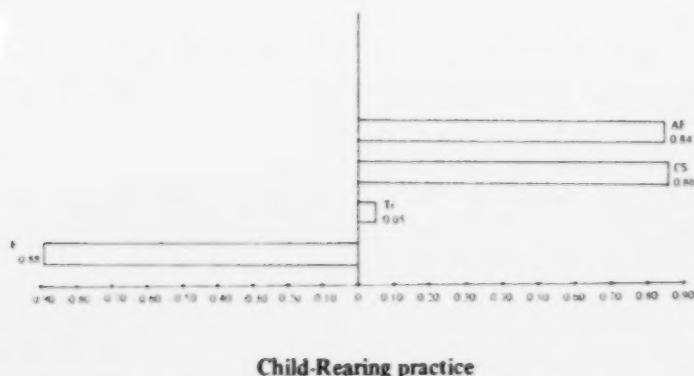


Figure 3
Histogram Showing Mean Scores of Child-Rearing Practices in Four-Occupational Groups.

Note. F=farmers, Tr=traders, Cs=civil servants and AF=armed forces.

An overview of the four occupational groups concerning the five aspects of fathers' and mothers' child-rearing practices are seen in Tables 9 and 10.

Table 9
Mean Score and Standard Deviation Concerning the
Five Aspects of Child-rearing Practice for Fathers

Aspects of Child Rearing	Farmers (N=117)		Traders (N=26)		Civil S. (N=107)		Armed F. (N=13)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Stimulation dimension	7.76	3.86	10.73	3.93	12.72	4.53	13.62	3.86
Social contacts dimension	4.24	1.97	4.69	1.67	4.81	1.57	4.92	1.50
Achievement pressure dimension	5.36	2.12	5.96	1.54	6.76	1.88	6.15	1.86
Parent's non- authoritarian attitude	3.54	1.38	4.23	1.82	5.04	1.63	4.92	.76
Parent's non- fatalistic view	.63	.79	.69	.88	.89	.84	.31	.63

Table 10
Mean Score and Standard Deviation Concerning
the Five Aspects of Child-rearing Practice for Mothers

Aspects of Child Rearing	Farmers (N=117)		Traders (N=26)		Civil S. (N=107)		Armed F. (N=13)	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Stimulation dimension	7.87	3.63	11.15	3.76	12.71	4.81	13.92	3.45
Social contacts dimension	2.16	1.26	2.54	1.03	2.45	1.12	3.08	0.76
Achievement pressure dimension	3.00	1.65	3.69	1.57	4.12	1.39	4.00	1.41
Parent's non- authoritarian attitude	2.16	1.26	3.00	1.33	3.25	1.32	3.00	1.16
Parent's non- fatalistic view	1.19	0.96	1.08	1.13	1.44	1.05	1.77	1.01

The fifth and last hypothesis is derived from the former one. Due to the difference in child-rearing practice among the occupational groups and that child-rearing practices are assumed to contribute much to the development of the child's achievement motivation, the constructed hypothesis is that there is a significant difference in the child's achievement motivation among the occupational groups. This hypothesis has not been confirmed (Table 11).

Table 11
F-Test of the Child's Achievement Motivation Measured
With the Picture and Story Test among Four
Occupational Groups

Name of Test	F	P > .05
Picture test	2.10	ns.
Story test	2.09	ns.

DISCUSSION

The results show a significant positive correlation between the parents' child-rearing practice and the child's achievement motivation when the latter is measured with the picture test. The results are insignificant when the story test is used to measure the child's achievement motivation. In this connection, further investigation about the story test is necessary. The addition of items to the test which may increase its adequateness is proposed.

The finding described above implies support to the first hypothesis. The kind of child rearing given by the parents to their children contributes much to the development of the child's achievement motivation on account of the experiences they have undergone. Analysing further the correlation of each aspect of child-rearing practices with the child's achievement motivation, it turns out that in the case of both father and mother, stimulation dimension has the highest correlation coefficients with the child's achievement motivation. Considering the variables investigated which form the components of the stimulation dimension, namely, freedom of behaviour, variability of the life situation, motivation by home location and arrangement, helping and promoting achievements, the result indicate that variables described below may be assumed to have promoting effects on the achievement motivation development through the formation of cognitive values. These variables are:

- (a) Freedom of behaviour and adequate space to play and move. The parents in this case need not be anxious to lose their children who are out of their sight while playing. Likewise, it is not necessary to have their children near them. Warning them to be more careful or

- reduce the noise among children and other such psychological restrictions do not seem to be of any benefit.
- (b) Variability of the life situation, such as various experiences in other places outside the home area, knowledge from television, radio performances or film.
 - (c) Home 'culture' which is stimulating such as having enough good books for the child, reading books as well as study books, magazines, having pictures of famous people on the wall, radio or television, having tasks to do at home such as pets to care for, and in particular, having toys to play with.
 - (d) Support in the advancement of useful hobbies of the child which helps to improve his abilities in some other fields which he likes.

The social contacts aspect gives a picture somewhat different from that of the stimulation dimension. While it has a significant positive correlation with the child's achievement motivation among the fathers, it does not have a significant correlation among the mothers.

Social contacts in this case may take the form of allowing the child to have relationship with other people such as peer group, neighbours, through games or boy scout movement; and parent-child relationship likewise belongs to this category. This last variable includes, for instance, the case of the child going together with his father or mother, having enough time to be with the parents and a good emotional relationship with them.

The fact that there is a positive correlation between social contacts and the child's achievement motivation may be interpreted that a good relationship between father and child as manifested by the non-authoritarian and democratic attitude on the part of the father seems to foster the development of the child's achievement motivation. Trudewind (1975) has stated that social interactions such as parent-child relationship appears as an important variable for the cognitive development of the child.

In the Javanese society, the kind of father-child interaction has a great effect on the child because the father is considered as the most important person in the home. Manipulation of this social contact by the father must be strongly felt by the child. Therefore, a democratic attitude of the father resulting in good social contacts between father and child promotes the cognitive development of the child which brings about the establishment of the achievement-thematical norm values and, further, the development of achievement motivation.

On the other hand, speculations could be made that a generally warm emotional relationship between mother and child does not make the mother's social contacts manipulations felt strongly by the child, thus failing to affect his achievement motivation.

The achievement pressure dimension gives a reversed picture as compared with the social contacts dimension. Here, the data from the group of fathers do not show a significant positive correlation with the child's

achievement motivation as in the case of data from mothers. This means that the mothers' achievement pressure will be something of a particular advantage in comparison with the fathers' achievement pressure. The assumption may perhaps be made that the mothers' pressure here is of an authoritative type which means that it is controlling and demanding yet, at the same time, has a warm, rational and receptive nature with reference to the child's communication.

Rosen and D'andrade (1959) also found that high achievement motivation children have mothers who are encouraging and demanding and fathers who stay out of the picture. This view may also be supported by the fact that in most cases, mothers are more involved with the child in the course of the day so that their achievement pressure can be made more appropriate to the child's needs and emotions.

The findings and explanations above correspond clearly with the outcome of the fourth aspect, namely, the correlation between the parents' non-authoritarian attitude and the child's achievement motivation. On the side of the fathers, this correlation is significantly positive. A non-authoritarian attitude on the side of the parents, in this investigation, means allowing the children to express their own opinions and having their own choices of decisions in matters concerning themselves which contribute to motive development.

The last aspect, that is the parents' non-fatalistic view, has a significant positive correlation with the child's achievement motivation in both fathers and mothers. This means that a non-fatalistic attitude on the part of the parents contributes to the achievement motivation development of the child. A non-fatalistic attitude of the parents stimulates the child to exert his effort in reaching a goal. In this connection, as has been explained earlier about the origin and development of achievement motivation, it can be put forward that exerting efforts in reaching a goal can give the feeling of being the personal agent in accomplishment. This feeling of accomplishment and the knowledge that he has produced the particular performance outcome are requirements for the development of achievement motivation.

The kind of child rearing practised by parents is also significantly related to their educational level (Table 5). This significant positive correlation is true of all the five aspects of child-rearing except parents' non-fatalistic view. This means that in this respect, factors other than educational level affect the formation of parents' non-fatalistic view. It may be assumed that cultural factors, traditional beliefs and customs contribute much to produce this view of life. For the other four aspects of child-rearing practices, the second hypothesis is confirmed.

The results correspond with the theoretical considerations which have been put forward, namely, that education has brought changes to their child-rearing practices which, in turn, affects the child's achievement motivation. It also has been found out that among mothers, the

stimulation dimension and the achievement pressure dimension do play a great role in the relationship between the mothers' level of education and the child's achievement motivation.

The third hypothesis, namely that there are differences in the parents level of education among the four occupational groups has also been confirmed, both among fathers and mothers (Tables 6 and 7, and Figures 1 and 2).

Further analysis shows that among the fathers, the farmers shows the lowest educational level, having a mean score of 3.9 years of education, followed by the traders with a mean score of 6.2, the armed forces with a mean score of 6.7 and the civil servants having the highest mean score which is 10 (Figure 1).

The outcome for the group of mothers shows an equal trend to that of the fathers. The farmers have the lowest score of 3.1 years, next comes the traders with 5.2 years of education, followed by the armed forces and civil servants, with 7.2 and 7.3 years of education respectively (Figure 2). It is interesting to point out that mothers in general have a lower level of education than fathers except for the group of armed forces where mothers show a higher educational level than fathers (e.g. Figures 1 and 2).

It is easy to understand the lower educational level of the mothers. There are less opportunities for women at the time when they were young. Therefore, it remains an objective for further investigation to ascertain why mothers of the armed forces have higher level of education than fathers.

The fourth hypothesis is that there are differences in the child-rearing practices among the different occupational groups. This hypothesis stands in relation to the farmer and is based on the logical consideration that if the parent's educational level has influenced child-rearing practice (second hypothesis), and if there are differences in educational groups (third hypothesis), then there will be differences in child-rearing practices among the occupational groups (fourth hypothesis). All these hypotheses are confirmed.

Significant differences in child-rearing of the fathers and the mothers are found among the four occupational groups (Table 8) except that no significant differences are found among the fathers for the 'social contacts' dimension and the 'non-fatalistic view' among mothers. The differences in child rearing among the occupational groups indicate that occupational class may have some contributions to the kind of child-rearing practices.

The differences in child rearing among the four groups as seen in Figure 3 show that the lowest correlation between child-rearing practices and the child's achievement motivation is found among the farmer group while the highest score is obtained by the group of civil servants. Immediately after the civil servants are the armed forces and in between are the traders (Figure 3).

The last hypothesis that there are differences in the child achievement motivation among the occupational groups has not been confirmed (see Table 11). It could be assumed that factors other than the parents' child-rearing practices are operating in the formation of the child's achievement motivation development. For example, other persons in the family unit such as grandparents, aunts, uncles, or the peer groups contribute to the child's socialisation process.

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An Empirical Study of N-Ach in Relation to Prolonged Deprivation and Child-Rearing Practices **

Tiwari Ashta Nand and Tripathi Ramesh Mani

In an undeveloped country like India, a subject of vital concern is its economic uplift and development. A great deal of the economic standing of any country depends on the need felt by the people to better themselves and to attain certain standards of excellence. This need is termed as n-Ach or achievement motive. This need is a learned type of motivation and is determined largely by the society in which one grows. Two broad antecedental factors – individual experiential background or prolonged deprivation and child-rearing practice – have been identified to determine the strength of one's achievement motive.

Therefore, this research aims to answer two questions:

- (1) What is the relationship between child-rearing practices and development of n-Ach?
- (2) How does this relationship vary in relation to prolonged deprivation?

Prolonged deprivation is perceived as a global construct representing experiential output of the individual accumulated during a long span of time.

In the early phases of a child's life, he/she is dependent upon family members and this dependence puts the family members in a position to shape his/her personality. Through the mechanism of discriminative reinforcement, identification and modelling, the child acquires a set of characteristics which constitutes his/her personality. Therefore, it is hypothesised that parents of high and low n-Ach groups will differ with respect to demands as well as restrictions for independence and mastery.

Moreover, the strength of n-Ach will also differ in respect to child-rearing practice and prolonged deprivation.

The sample, consisting of 200 male of ages ranging from 15 to 25 years, represents all types of villages found in the eastern part of Uttar Pradesh.

The instruments used are: (1) Prolonged Deprivation Scale (PDS) which is developed by Misra and Tripathi (2) Achievement Motive Scale (AMS) which is also developed by Misra and Tripathi to determine the strength of n-Ach; and (3) Demand and Restriction for Independence and Mastery Scale which is designed by the author to measure parents' attitudes toward independence of their children. On the basis of their scores on PDS, the subjects are categorised into low deprived group (LD), high deprived group (HI) and medium deprived group (MD).

The study was conducted in field setting to all of the subjects. Since many of the Ss were illiterate, many of the items had to be explained to them in *Bhojpuri* (a local Hindi dialect).

Analysis of the data shows that the median demand age is 8 years which is deemed as a demarcation between early and late demands. Demands made before 8 years is considered 'early demand' while those occurring after 8 years is deemed 'late demand'. High n-Ach parents differ significantly from low n-Ach parent on this variable. That is, parents of high n-Ach subjects make early demands significantly more frequently than low n-Ach parents.

Delay in restriction is correlated with n-Ach. Parents of high n-Ach Ss tend to delay their restrictions on various activities of the child. Deprivation does not have any significant effect on the strength of the achievement motivation. The findings of this research indicate that early demands for mastery and late restrictions lead to a high degree of achievement motive while late demand and early restriction tend to decrease the strength of achievement motive.

The results suggest that two aspects of child-rearing practice, demand and restriction, are important factors determining the strength of n-Ach and deprivation fails to produce any effect if child-rearing practice effect is partialled out.